THE JOURNAL OF EDUCATION

VOLUME 135 **JANUARY 1952** NUMBER 1

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As we go to press . . .

Continuing our unceasing struggle to come out on the first of every month, The Journal is now being printed by a nationally-known organization which has handled some 48 magazines at one time or another. We hope to be able to start the New Year right by coming out on the first of January.

Headlining our array of articles for February will be one entitled "The Liberal Position in Education," by Dr. Samuel Engle Burr, Jr., one of the nation's foremost educators, who currently holds the position of chairman of the Department of Education at American University in Washington, D. C.

Dr. Burr points out the solid contributions that the liberal has made and will continue to make in the field of educational progress.

The current issue is centered around the theme of life adjustment, and has three articles on this topic. "Languages for Life Adjustment," by Laura B. Johnson outlines the tremendous opportunities of the language teacher to guide her pupils to greater understanding of their fellow men; "Remodeling Miss X," by Dorothy C. Baker presents some helpful principles for teachers to follow if they wish to reach their full potential; and "The Right Start for Student Teachers," by M. L. Story points out the necessity for maturity and leadership on the part of the beginning instructor.

Next month, in addition to Dr. Burr's article, The Journal will present "The Teacher's Role in Guidance," by Gretchen Collins; "The Teacher—A Human Equation," by Benjamin J. Novak; and "Human Relations are for Children, Too," by Robert F. Topp. These last two articles are geared to the nation-wide observance of Brotherhood Week.

We again invite you to send in your comments on the typography and editorial content of The Journal. We are always glad to get news items and anecdotes from our readers. F.R.B.

SCHOOL ECONOMY—WHOSE JOB?

Cambridge, Massachusetts is a city of over a hundred thousand population, whose citizens grew tired of wasteful government by selfish politicians and decided, some several years ago, to hire a city manager and elect a city council by proportional representation. The result in lower taxes has been gratifying.

However, when the economy minded city manager tried to block the school committee in raising the salaries of teachers, awhile back, the matter was taken to court and the school committee won its contention that it alone has the authority to determine the sums needed for school purposes.

The issue of school board autonomy in fixing the school budget, is causing judicial and legislative headaches in many parts of the country. Generally speaking, the larger cities exercise a degree of control through the mayor or municipal council, while most communities having fewer than 100,000 population leave school spending to the school authorities without other check than may have been imposed by the state.

Last year an N.E.A. report on this business of school fiscal control noted a trend toward granting more budgetary power to the schools. Though this may be true of the present moment, it may be reversed at any time. Taxpayers' organizations are increasingly alert to watch for signs of what they regard as overspending.

Study and agitation may lead to separate or to unified control of school spending—to two budgets or only one. The all-important thing is that the schools get what they need and that they fully deserve the confidence of the citizens. Education must be sold on value and the public is the customer. Whoever makes the budget needs to know the kind and quality of schools the people want.

RECRUITING HINT

Our forty-eight states often serve one another as laboratories. Thus a questionnaire sent to five thousand high school students of Indiana, and reported in the *New York Times,* may shed light on the problem of recruiting teachers elsewhere in the nation.

The inquiry elicited the fact that only two per cent of the questioned students had decided upon teaching as a profession, while four per cent thought they probably would do so. Sixty per cent were sure they would choose some other occupation. The reasons given for preferring not to enter teaching were the usual ones—long preparation, low salaries, small chance of advancement, restrictions on personal freedom, and heavy responsibility, though this last should be a challenge to many of the proper sort.

The new angle that appeared was the discovery that twenty per cent of those electing to teach had formed their decision before reaching the seventh grade, and another forty-four per cent in junior high school. Only a third had waited until the final two years of high school before selecting education as their life's work.

These Indiana students should cause us to revise our views of where to commence recruiting. Perhaps some readers of this little summary will get busy right away on a few good prospects not yet in their teens. They could and should.

MASTER TEACHERS

Teaching is, and will always be, more an art than a science. Hence it will be learned largely through imitation, practice, suggestions, and emulation.

This implies the need for real masters at pivotal spots along the way. A master teacher encountered at almost any level of a child's schooling may furnish inspiration to a prospective teacher. Such a leader may, and often does, supply the reason for a young person's decision to become a teacher. He may even be more or less consciously adopted as a model.

There is a still more pressing need, however, for master teachers in our teachers' colleges and wherever else teachers receive their professional preparation. A suspicion exists in some quarters that our educational system is weak at this focal point. We know that master teachers are to be found in nearly all schools of education and that some of these schools can boast many such instructors on their faculties. But most of the state-supported institutions for equipping teachers are stepchildren of the legislatures as regards appropriations. Even the great universities, in many instances, treat their education divisions rather stingily.

If we are to have an adequate number of master teachers at points where they can be most useful in developing a regular flow of fully qualified educators, money must be spent more freely on salaries in every place of teacher preparation.

THE COMMON WEALTH

One of the most serious shortages in our system of common schools is apparent in the field of economic education. Our children and young people go out into adult life not only untrained in controlling their personal finances, but ignorant of what makes their country the land of plenty that it is.

Ignorance on this point leaves many of our citizens an easy prey to propaganda regarding the supposed benefits of other economic systems. These have arisen when voluntary savings have been or become insufficient to capitalize industry. Hence, this lack of private savings for capitalization in order to engage in large scale production has been used as an excuse for the government stepping in, as in Great Britain.

If more of our citizens were taught the how and why of production and distribution, the need for honest cooperation by all groups responsible for industrial and all other production, the output might be far greater than it is today, and all of us would be wealthier and happier.

MUST WE FEAR AND HATE?

The most demoralizing forces in the world are fear and hate. Must we allow ourselves to be overcome by these two emotions, now so prevalent around us?

In global relations, our potential enemy, Russia, employs every implement of propaganda to stir up hate in the hearts of its own people, and fear of the U.S. in the minds of all other nations. We believe, despite our huge armaments, that such fears are groundless. As for hatred, unless we ourselves return hate for hate, the very bitterness of the propaganda may defeat itself in time.

On the domestic front, many of us are frightened by signs of corruption in high places, by evidences of crime, and by continual efforts to check our personal freedom.

If we are in the right, they that be with us are more than they that be with them. Headlines tell only the exceptional. The heart of America is still strong. To know any large cross-section of American youth is to feel more confidence than doubt. Parents, by and large, are trying to do their duty. Teachers have more influence than they imagine.

Take courage. Seek truth and pursue it, believing that when you finally run it down it will be good. Be modest about thinking you possess more of it than you do. Try to present facts objectively, without discoloration from your own opinions, which can almost never be free from prejudice.

MERIT AWARDS

One of the unsolved problems of educational administration is that of paying teachers on the basis of their individual merits—their relative worth as workers, the degree and kind of influence they exert. No rating scale has been devised that takes these factors into account. Where the attempt is made to fit the pay of teachers to their actual assets rather than to their respective degrees and credits, the system runs afoul of criticism, charges of politics, favoritism, or bias. Besides, who can possibly measure the worth of a truly great teacher? Any attempt to do this and to translate it into dollars borders on the ridiculous.

But there is another way the matter can be approached. This way was illustrated recently by the teachers' association of Detroit, which again honored one of its members by naming her "Teacher of the Month." This time she was Miss Ellen Cassidy of the Neinas Intermediate School. She has served in Detroit schools for thirty-nine years and was outstandingly successful in the things that count.

There ought to be more of these special honors for distinguished service in the teaching profession.

A START TOWARD CULTURE

It could have happened almost anywhere and probably does so happen in many other parts of America, but our particular attention was drawn to Arlington, Massachusetts, where citizens interested in the fine arts recently arranged a program aimed at introducing young children to worthwhile music. Players from Boston Symphony Orchestra dispensed Tchaikovsky's *Nutcracker Suite* to an audience of pupils from the eight elementary schools, while an accomplished ballet group performed the dances. Local merchants and other civic minded persons contributed to the enterprise in order to keep the cost of tickets at a nominal fee.

Here is something that can be done toward counteracting the cheapening influences that so many of us merely talk about and decry. If children are to grow up with a taste for the really finer things belonging to our culture, somebody must induct them early. Otherwise they may never know the delights of hearing and seeing the works of masters.

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Letters to the Editor

To The Editor:

Many American teachers, steeped in the academic lore of our liberal arts colleges, are inclined to look on the vocational teacher as a Johnny-come-lately, a concession to the rising power of labor, or a necessary evil to keep "non-academic" children busy. Educational history does not justify this attitude.

On what common ground would Luther, Rabelais, Milton, Franklin, Jefferson, Pestalozzi and the Franciscan friars be willing to take a stand? Yes, vocational education. Although they disagreed about almost every other subject, these worthies were united in their belief in the importance of teaching youth a vocation. As the prophet of the Talmud said, "He who does not have his son prepared for a trade prepares him to be a robber."

Vocational education is no innovation. It is time for the vocational teacher to assume his rightful place.

Wilmot Collins,
Erie, Pa.

To The Editor:

After several months of substituting in the public library of a neighboring town, I am beginning to wonder if anything more needs to be written—particularly on the subject of education

A library is a great place to observe life. The cynic who called libraries "morgues of culture" didn't work where I do. The other day three men trooped in to ask if Woodrow Wilson was a Democrat. Their thirst for knowledge had been preceded by a thirst for something else!

Then there is the old lady who calls for help with her crossword puzzles, and the man who took out two books—Spencer's *First Principles* and *The Case of the Corpse in the Library*. (My family suggests that one was for his wife, but which one?)

Mrs. Margery W. Steer,
North Lima, Ohio

To The Editor:

As a contributing editor of The Journal, I would like to express a few opinions about the magazine. Editorials, features, book reviews, and the News Digest are all up to standard.

Every issue, as I see it, ought to have one reasonably thoughtful article, probably a little longer than those in the October issue, possibly between 1,500 and 2,000 words.

A good topic might be "What is a Good Teacher?" Some teachers overburden poor kids with work without teaching them anything. A book like Brigg's *Improving Instruction* could suggest many angles of thought that could be developed with an application to the grades.

I am highly interested in your idea of a network of correspondents. I have always regarded the News Digest as one of the best parts of the magazine and am inclined to believe that this department should be kept up.

Dr. Lewis H. Chrisman
Department of English
West Virginia Wesleyan College
Buckhannon, West Virginia

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School Tradesmen Construct Homes As Part Of Unusual Program in Highland Park, Ill.

Student Builders Learn by Doing

Franklyn R. Brooks
Assistant Editor
The Journal of Education

Courtesy of Percy H. Prior, Jr.

Soaking up the sun, boys in the second year of the building trades program put the finishing touches on their project for the year.

"If the hand and eye are deftly trained, strong grows the will and keen the brain." This quotation from the famous German philosopher Goethe sums up the spirit behind the building trades program at Highland Park High School in Illinois. In the 26 years of the program, about 400 boys have graduated, 60 per cent of whom have gone on to take jobs in the building trades or allied occupations.

Representatives of building trades' unions in the vicinity of Highland Park have cooperated fully by supervising much of the actual work. Walter E. Durbahn, founder of the course and a licensed union carpenter, runs the construction side of the program, while Harold Carpenter heads up the classroom phase.

The accomplishments of the program are impressive. Nine houses, all of them sold on the open market to the highest bidder, were built by the students. Also constructed were a high school field house (two-year project); Sandwick Hall, a shop and classroom building for their own use, a three-year project; an auto mechanics' building and a five-stall bus garage, both for the school's use. Five thousand dollars' worth of furniture, including such items as art desks, was another student contribution.

The selling prices of the nine houses ranged from $7,500 up to $19,000, and one was resold in 1948 for $28,500. Mr. Durbahn's faith in the ability of his charges is proved by his purchase of the fifth house built by the boys, in 1931.

Girls Also Help

The boys don't have all the fun to themselves, however. Girls of the 1949 home economics classes under the direction of Miss Gladys

Caimcross and Miss Dora Bean exercised their imaginations in the selection of a color scheme, wallpaper, and the furnishings for the home. The girls also claim credit for suggesting the 10 closets which the house contains.

This house was the first to be built since 1934. During that period, buildings for the school were constructed instead of dwellings.

"We started out 26 years ago with $275 worth of hand tools," explained Mr. Durbahn. The first 13 years of the program, the boys did not have a shop, using the building under construction to serve their purpose. Sandwick Hall, finished in 1939, contains 12,000 feet of floor space and houses costly equipment.

The educational aims of the Highland Park courses are three:

1. To provide a more practical basis for occupational choice and training.

2. To prepare the student for advantageous entrance and successful participation in the building trades and kindred occupations as a means of earning a livelihood.

3. To acquire knowledge of and skill in the performance of fundamental processes of the six building trades: carpentry, masonry, plumbing, sheet metal work, painting, and electric house wiring. Each boy spends half of each day in the shop and the other half in related work which includes blueprint reading, English, social science, architectural drawing, and related mathematics and science. Mr. Carpenter aims at all times to correlate this work, whenever possible, with the shop work.

Coordination Featured

This coordination of the two phases of the program is one of its highlights, in Mr. Durbahn's opinion. Another is the basic experiences the students get during the first year in their foundation courses—an opportunity to get acquainted with the materials, tools, and processes of the various building trades.

Courtesy of Nowell Ward and Associates

Highland Park High School girls are busy preparing home furnishings for the house being built by the boys in the building trades program.

Mr. Durbahn strives always to develop in his students proper character traits, including a willingness to cooperate, loyalty, ambition, and careful craftsmanship. Safety is consistently emphasized, and the rare accidents which occur are carefully analyzed in an effort to prevent them from recurring.

The Highland Park program offers benefits also to the student preparing to study engineering in college. A half hour a day of practical work with tools, points out Mr. Durbahn, will aid the boy to understand better the problems he will later be called upon to solve. His college course will probably not afford him an opportunity for such practical training as house construction, yet he may later be called upon to design, plan, and supervise building erection.

Academic Side Stressed

In the early years of the course, the main emphasis was on construction work, but since the completion of Sandwick Hall the students have received a year of shop, rotating through the six trades, allowing each trade three hours a day, five days a week for six weeks.

The entire year following is devoted to building construction. Although no definite period is set aside for safety education, the need for proper clothing, use of goggles, and similar techniques are illustrated in general class demonstrations which are followed by individual instruction when necessary.

The same procedure is carried out on the job. Proper housekeeping, stacking of materials, cleaning up of debris, and pulling of nails are stressed. The school has a

Courtesy of Nowell Ward and Associates

A busy young artisan cements the front of the chimney fireplace in one of the student-built homes.

membership with the National Safety Council and the Council's posters are displayed prominently on bulletin boards and are discussed.

When an accident occurs, first aid is given by the teacher or student first-aid foreman after which the boy is sent to the school nurse for further attention.

A few of the safety features at Sandwick Hall are non-slip tile and safety guards around each machine; a fire-resistive ceiling, and a sprinkler system.

Sandwick Pioneered

During the more than quarter century since the establishment of the building trades program by Richard Lanning Sandwick, then principal, about 150 carpenter apprentices have been graduated from this program. These apprentices have come from all of Lake County. In the same period, about 100 carpenter journeymen have taken courses in roof framing and general construction work.

Specific objectives for the program which have been set up by Mr. Durbahn are as follows:

1. To orient students in the basic building trades.
2. To develop skills and knowledge through practical construction.
3. To develop appropriate and safe work habits.
4. To develop the ability to apply technical and related information.
5. To develop a wholesome understanding of trade and social problems.

The Highland Park program also has proved to have considerable guidance and social values.

Standards for the building trades programs set up by Mr. Durbahn are:

1. Students shall be at least 16 years of age and have junior standing.
2. Students shall enroll with the intention of completing two years of building trades.
3. Students shall plan to enter the trade after graduation.
4. It is recommended that all enrollees in building trades have at least one year of previous industrial arts on an exploratory basis.
5. A building project equivalent to a two-bedroom residence is to be constructed as a vehicle for instruction.
6. With a one-half day program it is better to spend two years on one project than to sacrifice on giving all the necessary technical and related information.

Highland Park is located in the Deerfield-Shields Township High School District not far from Chicago. The willing cooperation of A. E. Wolters, the present principal, has done much to publicize this worthwhile program.

A STRANGER HIMSELF

A San Diego substitute was told, "That little boy over there never gets his work."

The substitute checked and found that "that little boy" was a Chinese boy who had been in the States for about a month. She explained to the informer that we couldn't expect the newcomer to get his work because things seemed very strange to him.

"Yes", nodded the informer, "I know what you mean. I came from Texas myself."

FAR-SIGHTED

Miss Johnson got married last June and a former colleague reports having seen her recently at the grocer's looking over the meats. When the butcher asked whether he could help her, she smiled, blushed and then asked: "What do you have that I can make over if I don't cook it right the first time?"

Challenge of India Lures Professor Wolseley

Lee Beltzer
School of Education
Syracuse University

The proposed Indian adventure of Professor Roland E. Wolseley, dynamic head of the magazine practice department in Syracuse University's School of Journalism, is the subject of this article by an S. U. student. Professor Wolseley leaves next month to set up a journalism school at Nagpur University.

Courtesy of James McJurry

Professor Roland E. Wolseley (seated) discusses Indian magazine makeup with Samuel Krishniah, left, and Kala Thairani, Indian students in the Syracuse University School of Journalism.

Score a plus for the cause of education when a teacher travels from Syracuse, New York to Nagpur, India to "build" a school. Roland E. Wolseley is the teacher, and the creation of a journalism school at Nagpur University is his aim.

Professor Wolseley, now chairman of the magazine practice department of Syracuse University's School of Journalism, is the recipient of a Fullbright grant as lecturer in journalism to India for the year 1952. So, come February, with the U.S. Government as sponsor, with his wife as companion and co-worker, and filled with curriculum ideas, Wolseley embarks for a country he has met previously only through the pages of a book or relationships with Indian students.

But what prompts a scholar to pull up secure academic and social roots to spend a year with a foreign people? Why trade running water for hand pumped, bucket hauled water? To Wolseley the stimulus is strong: through the concise and clear language of an educated press, a backward and needy population can become a more aware, responsible mass.

The capabilities of Professor Wolseley as teacher and journalist are evident from his academic and professional record. After graduation from Northwestern University in 1928, Wolseley went into newspaper work and in 1933 returned to Northwestern to receive his Master of Science in Journalism.

From 1935 until 1946, Wolseley was successively lecturer and assistant professor of journalism at his alma mater. In 1947 Syracuse University acquired the talented professor and has retained him as chairman of the magazine practice department since then.

Prolific Author

Throughout his teaching career, Wolseley has had some 350 magazine articles published in approximately 100 magazines in America, Britain and several other nations. The professor has also found time

to produce eight textbooks since his graduation from college.

Wolseley has always felt journalism education was worthwhile because of the universal influence of the press. India today has numerous newspapers and magazines in need of specialized personnel to communicate with the average Indian who is continually threatened by radical, revolutionary factions. The creation of a journalism school has as its primary goal the education of the masses to cope satisfactorily with the problems of a new country.

As a secondary goal, Professor Wolseley hopes to establish a school which will produce writers to help the Indian people alleviate wretched living conditions. Mass ignorance has so reduced India to a state of blind, traditional belief that an attempt to educate the Indians in basic necessities of living is vital. Wolseley hopes that students from his Indian journalism school will be able to publish in clear, easily comprehended language, a series of pamphlets for the Indian people explaining personal hygiene, cleanliness in the home, and other topics the understanding of which makes for better living.

Until the partition of India, a journalism school was in operation. This school trained a few of the persons running India's fourth estate today. The school is now in Pakistan, with access to it impossible for the Indians.

All that India now has to offer are isolated courses in the universities of Calcutta, Madras, and Bombay which issue certificates to those students who complete journalism courses. The proposed school of journalism under Professor Wolseley's direction will be the first concentrated attempt to create such an institution since the partition.

When firmly established, Nagpur University School of Journalism will offer a degree to students completing two years of study. Until the curriculum is stable, however, the issuing of certificates for those who complete requirements will be the practice.

Need Textbooks

The major problem for Wolseley is providing textbooks for his classes, so that they may work as a unit towards similar goals. At present, India is practically devoid of suitable text materials for students, and the high cost of printing sturdy volumes rejects the possibility of having American and British texts reprinted in India. The journalism courses planned are so numerous and diverse that quantity shipment of texts at present would be highly impractical.

The only solution for Professor Wolseley is to scan the available texts and have Indian publishers reproduce the material by offset or mimeographing processes. Fortunately, Nagpur University has promised to supply the number of typewriters necessary to accommodate the journalism students.

Graphic arts is included extensively within the planned curriculum of the school. What might have been a major lack of machinery for practical application of modern typography studies was solved by the publisher of Hitavada, one of Nagpur's daily newspapers. The students will have frequent access to the newspaper's presses and composing materials so that courses will serve as on-the-job training as well as part of the university's academic program.

Radio Studies Planned

Professor Wolseley intends to incorporate radio study into the program as soon as the magazine and newspaper sequences are working fluidly. The problems arising from the teaching of radio techniques would interfere with successful learning in the more fundamental journalism courses. For this reason, radio courses will be added after the school has been in good working order.

Before trying to feel the true pulse of the Indian people, Wolseley wants to live among them in different sections of the country, getting to know the immediate needs in the field of written communication. Therefore, the first three months of the Indian venture will be spent in traveling from city to city, noting facilities and potentialities. The itinerary includes Calcutta, Madras, New Delhi, Bombay, and other areas considered necessary in forming a true concept of the Indian people, their habits, and personality.

Techniques Differ

As the American educational envoy settles down to his academic duties in Nagpur, he will need to adjust to the formal teaching techniques of India. The heavy lecture schedule, with minor emphasis on laboratory work and discussion, prevails. Grades are computed from results of final examinations and lengthy term papers.

Professor Wolseley hopes to compromise with these methods so that he can incorporate laboratory and discussion sessions in his courses. For a complete journalism study the student must be placed in contrived situations and Indian educators have never attempted such devices.

At Syracuse University, Professor Wolseley's classes were scheduled during afternoons so that he could work late in the night and rise late in the morning. Indian universities bunch classes early in the morning and late in the afternoon since

(Continued on Page 23)

Headaches of Guidance Personnel Outlined In Article by Iowa Clinical Psychologist

Guidance Is a Way of Life

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The history of American education is replete with cast-off fads and frills, innovations, and basically sound ideas unfortunately ridden to death through misuse or through the short-sighted or penny-pinching policies of those who tried to use them.

More tragic still are those educational advances which have been given the kiss of oblivion by their own well-wishers who promoted them prematurely or excessively, or claimed results far beyond reason, riding them into the ground and setting educational progress back by decades. Those educational movements that the gods would doom they often first endow with great popularity.

Guidance—the answer, according to some enthusiasts, to all of the ills that afflict modern education—has thus come to mean all things to all men. It behooves those of us who believe in the possibilities of this new movement, therefore, to review the field from time to time and to attempt to separate the illegitimate claims from the sound, to decide what guidance really is and what it is not.

In spite of the mistaken interpretations, "guidance" is not a course of study to be followed, nor a department in a college of education or psychology. Guidance is not a testing service, nor is it just another educational fad that will pass with the coming dawn. Guidance, in its broadest and best sense, is a fundamental educational philosophy founded upon a belief in the sacredness of the human personality, upon a basic confidence in the perfectibility (or at least the improvableness) of man, and upon genuine respect for each individual as a person.

Science Is Valuable

The use of the techniques of science in this field of personal guidance and adjustment is highly desirable, of course. Scientific techniques should enable us to see the problems of education in their true perspective; they should help us avoid the easy error of magnifying small, unimportant difficulties into seemingly large ones. Guidance should not be a magnifying glass to enlarge the insignificant or merely to uncover, out of curiosity, that which is hidden. The good guidance worker is not an overzealous detective, ferreting out all the hidden facts he can possibly find, without regard to their relevancy to the particular problem needing solution. Guidance ought to be sufficiently scientific to concern itself only with those facts which are pertinent and important for the problem at hand.

What guidance *should* do, then, is through scientific study and analysis, to give us facts upon which to build or to reconstruct a program to help people to live more satisfactory lives, to make smooth the way for him who cannot go alone—but not to carry him!

True Aims Often Lost

Guidance as found in our public schools today, however, too often has become a mere administrative procedure. Sometimes one is tempted to believe that many of these highly organized "guidance programs" have been established primarily as an elaborate attempt at administrative self-justification. They seem to serve mainly as an official means of buck-passing, as a maneuver to salvage derelicts resulting from unsolved inadequacies of the school systems or as a coverup to justify past errors. Such guidance programs often end by serving as an excuse for not making basic improvements in educational procedure—because "That's why we have a guidance program" or "Let the counselor worry about that."

Worse still, some so-called guidance programs have been converted into administrative techniques for catching wrongdoers, in the belief that one of the functions of a guidance worker is to locate troublesome students and, by eliminating them from the educational scene, to make life simpler for the rest of the school.

Even aside from such administrative misconceptions of the nature of his function, the guidance worker faces many peculiarly difficult problems which arise from the very nature of the work he is trying to do.

It is the basic task of the guidance worker, in common with the teacher, for example, always to strive to make himself unnecessary. Since much of his work, in contrast with that of the teacher, however, must be in the only partly-recognized area of inter-personal relations (usually best accomplished with himself in the background) the counsel-

or has the added task of keeping his contribution related to the school program.

Integration Is Vital

He should not get lost in the no-man's land between pupil, parent, teacher, and administrative machinery—without making effective contact with any of them.

Since guidance programs are relatively new, there is little or no exact knowledge, or at least little agreement, as to just what it is that guidance workers should seek to accomplish. The result is that each guidance worker finds it necessary to blaze new trails and to expend a large share of his energies in mapping out a program, rather than in executing well-laid plans.

Guidance work is, basically, an attempt to recapture part of the personal touch which has been lost in converting our one-time intimate schools into mass-production institutions. The guidance worker is attempting to regain lost territory, usually by a program of re-training for pupils, teachers, administrators, and parents alike!

Because of its personal nature, the relative success or failure of the guidance program is dependent more directly upon the personality and professional fitness of the guidance worker than is true in probably any other area of education. We cannot recapture the personal touch by limiting our emphasis to administrative detail nor by stressing the trappings of a non-standardized educational movement.

Being a relatively new area of work, it has attracted the missionary-minded members of related professional areas — enthusiasts eager to work out their own theories and often, unfortunately, their own personal problems.

The area has also attracted the disgruntled opportunist who, finding other more standardized parts of the broad educational field uncongenial, looks upon guidance as an ideal place for the individualist's last stand.

Confronted though all guidance workers thus are by many unusually difficult problems, and further handicapped by the failure of their own professional training programs to screen would-be trainees adequately, the area of guidance suffers from still another serious difficulty: that of inadequate professional preparation of many who are now entering and working in this area.

Thorough Training Needed

Because of the great appeal which work of this nature holds for a broad variety of people originally trained for work in related areas, many of the workers now having full or part-time responsibilities in the guidance area in the public schools have been trained in the techniques and methods of guidance only via the handbook and short-term training courses.

Since these individuals often fail to catch the basic aims and concepts of child guidance, they often end by practicing mechanically other men's techniques—techniques in which they may feel self-conscious and the practice of which foredooms them to failure.

Success in the field of guidance depends primarily upon *insight*. It is dependent upon the ability of the worker to sense the significance of facts and the interrelationships of pertinent data. This "insightful" ability cannot be obtained directly by concentrating on a short training program.

The need for proper training is especially important because in-service supervision is always difficult and usually non-existent. The guidance worker has a lonely job because he can identify himself with neither the teachers nor the supervisory groups. His immediate superior often is untrained in this field, leaving the worker with no professional colleagues.

Guidance skills differ from the skills required for successful classroom teaching. The need is for the trained guidance worker with a teaching background which should enable him to predict how his suggestions can aid teachers in their attempts to help a child.

Workers in the field of guidance function on many different levels. Some operate on the level of advisors, or givers of information which the student could get by himself but which the advisor has more readily available. Others are primarily disciplinarians. Still others serve as chief file clerk of the standardized test results. And finally, there is the personal counselor, who may from time to time act in all these other capacities but who, in addition, serves as consultant for students who have personal problems and thus becomes diagnostician, psychotherapist, and social case worker all in one.

Don't Attempt Too Much

If demands are to be made upon the guidance worker above the lowest level, then his personal qualifications must be considered. Sympathy and personal insight, so indispensable in counseling, must be based upon a fundamental understanding not only of the symptoms of maladjustment of individuals, but also upon an understanding of the mainsprings of the human carnival of hopes and aspirations, of "passions and regrets."

In working with high school groups, the young, immature counselor just out of college is often in close competition with students or may be still so closely identified with this age group as to make objectivity difficult, if not impossible.

Again, the guidance worker may be too old, and hence he may find it difficult to appreciate blundering and primitive efforts at adjustment by adolescents. The need is for individuals who are mature in their responses to the problems of life.

A guidance worker who has "worked his way up" from poverty by hard work may be unable to comprehend the adjustment difficulties of the "spoiled" children who have always "had everything."

Contempt for Books

It is difficult for most guidance workers who have grown up with the modern American middle-class emphasis upon the value of education to understand some people's complete lack of respect for book-learning. Moral evaluations and righteous indignation on the part of the counselor have very limited value in the therapeutic process. Such blanks in a worker's professional development can be corrected, or at least minimized, by adequate training.

It is, after all, never the function of a counselor to re-make his conferee in his own image. His job is to give him such assistance as will enable the conferee to develop according to his own wishes.

Since guidance is a new area, the guidance worker far too often is selected, not because of his skill in counseling, but because he is a promoter, one "who can put a program across." It is all too often the fate of these guidance specialists to start a new department, organize and outline an excellent program and then become hopelessly bogged down in administrative minutiae.

Counseling is, after all, a form of teaching at its best, in the sense that it should enable the individual to synthesize his experience, both real and vicarious, into a basic philosophy of life.

Guidance is the response made by our modern educational systems to a failure or weakness in classroom methods of education. Because this is true, and because so often the school guidance program constitutes society's first and perhaps last chance at a graceful reconstruction of the lives of young people, the careful selection and training of the guidance worker should demand our most conscientious evaluation and effort.

My Teaching Is Easier Because . . .

I have learned that I am a human being who needs freedom from worry and a certain amount of fun out of life.

A number of things worked together to give me a new outlook. First, a chance to leave teaching—one that I did not take — drove home to me more fully than ever before the realization that I was in the right job.

Second, I faced up to the fact that my expectations from the state retirement fund would not make me financially independent in later life, and began paying for a series of annuities.

Third, I now make it a point to go out two or three nights a week. I've learned to play bridge, I go to the movies, to the theater, and to concerts whenever possible, and I have accepted church obligations.

It's strange how much less tired I get when I have something interesting planned for the evening.

Teaching is easier when you learn how to live.

Dora Wolfangle
State Teachers College
West Chester, Penna.

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Life Adjustment Section

Languages for Life Adjustment

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The vital subject of life adjustment is given thorough treatment in the three articles which follow. Dorothy Baker tells the story of a poorly-adjusted teacher who failed miserably to develop the full potential of her pupils. "Miss X" didn't realize the importance of helping her classmates to know one another better. M. L. Story points out the necessity of a beginning teacher developing emotional maturity and leadership qualities as necessary qualifications for professional success. Miss Laura B. Johnson outlines clearly the important role that languages can play in furthering international understanding among students.

Awareness of the fact that some universities are eliminating all language requirements for entrance into or graduation from college, and that foreign language enrollments are decreasing at an alarming rate in our high schools, is leading all teachers of modern languages to examine critically their place in the general curriculum in order to determine what contribution their subject is making, or can make, to meet the needs of adolescence.

While there are few language teachers who would insist that a modern language be required for graduation from high school, all of them worthy of the name would claim that the study of a modern language can do something for our youth that they, as individuals, and we, as a nation, desperately need, and that it can be done in no other way. An American woman, working with Arab refugees in Palestine under the United Nations, expressed this idea in the following words: "We who are learning even a little Arabic feel that we are helped to understand just a little more a people and a culture quite different from our own."

The Commission on Life Adjustment in the Secondary Schools, which has made a critical study of our present curriculum, has defined life adjustment as "that which better equips all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers and citizens." The Commission has listed the following five areas which should form the basis of the new curriculum: family relationships, leisure time activities, development of creative arts, consumer education, and citizenship. Instead of "viewing with alarm" these suggestions as an attack on our "vested interest," language teachers should welcome them as an effective means of demonstrating the rich and unique contribution that the study of a modern language can make to any plan that aims at life adjustment. Let us take each one up in turn.

1. *Family Relationships*

The barrier between generations presents a gap that no parent, no teacher, no adult, can ever completely bridge: but the lack of sympathetic understanding between the first generation Americans and their European forebears is a tragic situation with which we in this country are all too familiar. We need to be reminded occasionally that 30% of the present population of the United States is no more than one generation removed from a foreign background.

Discussion of the relationship between parents and children or teachers and pupils in a foreign country, as it may be revealed in a story or film, may bring the dawn of understanding into the eyes of a confused and discontented child whose parents, trained in the more conservative traditions of the old world, refuse to conform to the more free and easy folkways of young America. And children of American born parents may be more willing to accept parental discipline that seems to them less objectionable when compared with European customs.

II. *Leisure Time Activities*

In spite of our American emphasis on the importance of "practical" subjects, even our most fanatic promoters of vocational training cannot claim that typists spend all their time typing, or super salesmen, selling. They, along with millions of other Americans, spend many hours reading, attending plays, movies, concerts, operas, lis-

tening to the radio, watching television, and traveling. No one can deny that familiarity with a foreign language and a foreign land widens the horizon and increases the range of interests in all these forms of recreation and leisure time activities.

In these days of rapid transit, many of our students have already had the opportunity to travel in Mexico or French Canada. And who has not heard of the students who are flying to Paris for brief vacations? But the contribution to travel is not limited to trips abroad. Last year, in a single day, immediately after the spring vacation, pupils in the language classes of a small high school reported the following incidents in which their "travel" had been made more meaningful by their study of a foreign language. One boy's "travel" consisted of a trip to the corner grocery where he was amazed and interested to learn that the Roquefort cheese he had read about in French class was not limited to French manufacture, but was also being made in this country; thus came realization of one more bond between his native state and a foreign land; another boy's "travel" took him to an evening meeting at his church where he saw a film of the old Aztec civilization that he had heard about in Spanish class; a girl boasted naively of her pleasure at being able to laugh at some French phrases in the film she had seen which most of the audience failed to understand; another girl came back from Chicago proudly bearing a French menu with the French waiter's autograph which she had asked for in her best French; another student reported seeing, on the campus of a neighboring university, a stuffed quetzal bird, which had been described in his Spanish textbook; still another had spent an hour of his spring vacation with the brilliant Sorolla murals at the Museum of the Hispanic Society in New York City. A year later this same student was spending a semester doing scientific research with his father in Central America where he found his knowledge of Spanish based on a two year course in high school of immense "practical" value. But perhaps the most significant of all was the pride with which a little country girl, who may never travel beyond the confines of her native state, showed a letter and a hand-made gift from her French "pen-pal."

So much for the contribution that language study can make to travel as a worthy use of leisure time. What familiarity with a modern language adds to the satisfaction one gets from concerts, operas, radio, and movies is too obvious to need further elaboration here. In the realm of reading, which is not yet entirely obsolete as a form of recreation, even those who never attain sufficient proficiency to read for pleasure books in a foreign language find their horizons widened and their recognition vocabulary tremendously increased. Even in the most elementary stages of language study, the learner can get great satisfaction from the ability to recognize, pronounce and interpret the hitherto baffling italics that he is apt to meet in his reading. When one realizes that 70% of our English words derive from French and that most Latin roots to be found in English words came into our language through French, one must recognize how much the study of French contributes to the understanding of our own language. And when the study of Spanish reveals that such homely native words as pickaninny, vamoose and hoosegow are what Mencken calls "loan words" from what we erroneously call a "foreign language", the pupil becomes aware of the intimate interrelationship of languages and hence the interdependence of peoples.

Two naive but penetrating comments made by different pupils after seeing the same film of country life in France reveal the use that can be made of appropriate films and subsequent class discussion. The first student commented, "French people seem to get so much pleasure from such simple things." The scenes in the film that showed the spontaneous singing of folk songs, joyous folk dancing, eating, drinking, talking, and laughing together proved to be, for this pupil, at least, a concrete and impressive object lesson in healthy, wholesome recreation.

The comment by the second pupil was a most shocking, if unconscious revelation of a provincialism that is almost universal in American thought and corresponds to the state of mind of many G. I.'s during the war. "Are the French civilized?" Her question was prompted by the fact that peasants drove to market in two-wheeled carts instead of four-door sedans. The logical response to such an inquiry would have been the following question: "In your opinion, a man with two automobiles is twice as civilized as the man with only one?"

The prevailing attitude on the part of the average American led an indignant citizen to express himself in the local press as follows: "Actually what we are doing in too many of our secondary schools is to prepare some of the students for a job, to teach them that to make money is the most important aspect of life, that to be a success one must be materially affluent, and that above all else one must be inoculated against culture."

It is just this cultured and cul-

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tivated use of leisure time which is one of the strongest assets of modern language study, and one of its chief raisons d'etre.

III. *Creative Arts*

While the connection between the study of a language and participation in creative arts is less obvious, it is very real and has already been suggested on the preceding pages. Knowledge of the love of beauty of the Indians throughout Latin America, familiarity with the skill of Mexicans in leather, glass, weaving, basketry, pottery, silver ware, acquaintance with the artistry innate in the French people, study of great artists of the present and the past, contact with the music of Bach, Beethoven and Brahms, Debussy, Ravel, deFalla, Granados, Xaxier Cugat, even, not to mention the songs of Schubert, Schumann, Wagner, all of which form an intrinsic part of the study of language—all this is a source of tremendous inspiration for many types of creative activities from cooking and sewing to singing, dancing and painting. The preparation of scrapbooks, posters, maps, costumes, foreign dishes, or exhibits is as legitimate a learning activity for a language class as for any other and brings the same satisfaction to the creators.

IV. *Consumer Education*

The first comment that many of our students make on seeing a foreign film for the first time is the difference in the standard of living. And the high school student who sees his peers in other lands riding to school on burros and bicycles instead of in automobiles, may well be the more reconciled to the use of the family car only one night a week instead of seven!

V. *Citizenship*

Several years ago in writing about one of our states, the Director of the State Historical Society had this to say: "Wisconsin has been unusually successful in the amalgamation of nationalities, offering economic opportunities, freedom of religion and education; and the lesson learned by studying state history should be spread to all the world. Wisconsin has proved that with tolerance and understanding, the melting pot of democracy can work."

How can anyone be a good citizen of any of our forty-eight states, if, during his youth, he has had no contact with an environment or a language different from his own? Of recent years, many thousands of migratory workers have penetrated into our northern states from Mexico, bringing with them many life adjustment problems. As a result of the refusal a year ago of an official to allow the Mexican children to swim in the local swimming pool of a small town in the Middle West, the governor's Commission on Human Rights has provided three Spanish-speaking workers to devote full time during the summer to these children, teaching them English in the mornings, and directing their recreation in the afternoons. Here, then, is a concrete problem in life adjustment calling not only for all the tact, energy, and enthusiam of which the workers are capable, but demanding a sympathetic understanding of the Mexicans themselves, which can come only from a previous study of their language.

It seems obvious that citizens of the United States to whom the study of Spanish had been presented in their youth as a significant way of life would approach the foreigners in their midst with an attitude of sympathetic interest and with tolerance, not as beasts of burden to be exploited, but as human beings who, because of their simplicity, natural dignity, innate courtesy and inborn love of beauty could contribute much to us and to our national way of life.

In the broader field of international politics where the United States must assume a role of leadership for which she is ill prepared, the teachers of modern languages have a tremendous responsibility and a glorious opportunity. Not long ago, an editorial in the *New York Times* made the following statement: "From time to time some of our legislators and a part of our public give way to an active distaste for 'foreigners.' Once this was a harmless weakness. It is such no longer. The only way we can be safe in today's world is by helping 'foreigners' in the ways that are open—by economic assistance, by technological advice, by military aid and advice.

And it is this that is the job of modern language teachers—to make young America aware of the existence of other nations, aware of their problems, achievements, and contributions to the world civilization that we have inherited equally; and aware of the interdependence of all nations. This is a job for all teachers, but none are better qualified than language teachers because of their training, experience, and the very nature of the subject matter itself.

Any program that claims to enable pupils to adjust to life must include preparation for world citizenship. Adjustment to life in one small community, state or nation is no longer enough. Because only the language of a foreign people can open the door to its culture and civilization, and because our world includes many different nations, no program of studies, no curriculum, whatever its title or purposes, can be complete that leaves out foreign language study.

Remodeling Miss X

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About the first of May during a certain school year I was invited by a high school teacher of English to present the principles of public speaking to one of her classes. The nature of the request alerted me to inquire into the previous speech training of the class and the teacher's concept of speech education. Various remarks of Miss X had led to the conclusion that "speech work" was unpopular with her students; she was having trouble eliciting oral book reports and "talks".

Investigation included conferences with Miss X, interviews with all members of the group, and observations made in and out of the classroom. Results were typical of so many class situations in my experience that I detail them here.

Conferences with Miss X revealed her as a well educated woman with a university background that included a Master's degree in English. She was widely read, had high ethical standards and was liked by her colleagues. Teachers who shared her quarters spoke highly of her. Life had given her hardships to which she had apparently adjusted with common sense and strength of character. Talking with her one felt she had much to share with young men and women already facing life problems with a pitiable lack of preparation. Yet there was no real communication between them. She did not know, to cite a few instances divulged in my interviews, that one of her "lazy" boys got up at four-thirty every morning; that another labored an hour before school every day in a store and continued there each afternoon and all day Saturdays. She was unaware that one pupil, an orphan, paid his own board and room bill to strangers and had maintained himself completely all through high school, that another had spent his childhood with a roaming "Okie" family and could talk intimately of bad conditions in several states. If, as Marguerite Nordahl points out, [1] the teacher's first duty is to read her pupils, Miss X was woefully at fault.

To date class work had included the study of grammar and syntax, the writing of themes, the reading of prescribed literature and the recitation of oral book reports. Two assigned speeches had met with resistance. Several of the boys and a few girls in the total of twenty-eight had avoided all oral work by absenteeism or thin excuses of unpreparedness. Only four or five ever volunteered to take part in class discussions at any given time. There had been frequent absences and five withdrawals from the class during the course of the year. Around school halls and locker rooms the students complained of wasted time, a "dry English class" and a "crabby teacher." One unexpected incident was noteworthy. Miss X was detained one day and as I waited with the class for her one boy said to another, "Why don't we start?" "Miss X isn't here yet," his friend replied. "Aw, she doesn't count anyhow," returned the first speaker.

Many Were Strangers

Encouraged to try an experiment, Miss X asked her pupils how many knew the names of their classmates. She was astonished to learn that most of them were all but complete strangers. Two girls knew most of the names. Some said they knew a few. Miss X told me later that she had supposed all the students were well acquainted. From what she added and from my own observation I got the impression that she had assumed them to be a consolidated unit with herself on the outside. Here was a group of interesting human beings who had been shut up with one another from early September through the first week in May one hour a day five days a week. They began as strangers, they were still strangers. And they were supposed to be learning. What? How?

To lecture that class on the principles of public speaking would have been to drive them further into their lethargy. Besides of what use is public speaking in the traditional sense to such youth? These boys and girls were full of unsolved problems, questions and frustrations. A fascinating segment of life was in that classroom, and a shelf of rich reading. No meaning in either!

Just what is wrong in such a situation? Is an alternative possible? What is wrong is the denial of the social impulse, strong in adolescents. The teacher in our illustration is blind to the social needs of her group for a number of reasons. First, she regarded her classroom as a place to teach a subject. Her trouble here was a narrow conception of social life. Perhaps the large modern high school would not require such a multiplicity of "activities" and so many opportunities for "joining" if its classrooms were organized on a basis nearer to the reality of the nature and needs of young human beings. Those needs include fellowship with the others shut up in the same room; they include knowledge of each other, understanding of common problems

1. Marguerite Nordahl, "Procedures for Developing Comprehension in Reading." Claremont Colleges Reading Conference, 1942, p. 222.

and the kind of communication that relieves inner tensions and anxieties. No adolescent can learn anything when he cannot understand the meanings and attitudes of his neighbor across the aisle.

Dread of the Unknown

During my interviews with members of the class cited I learned that all those who had refused to make speeches were paralyzed by the illusion that they had nothing of interest to say. Because they were not acquainted with their classmates they felt these strangers had a superior knowledge and a higher degree of attainment than they themselves could achieve. They spring in part from dread of the unknown. When these students discovered they were all self-deceived in the same way, when they began to see that their differences could be a source of rich exchange of experiences and ideas, but above all when they came to know each other's names, tastes and backgrounds, they were ready to talk. They were guided to initial acquaintanceship by simple methods, Every day when the roll was called each student responded with a descriptive sentence about himself, giving his favorite hobby, his former residence if from out of town, his best loved book, most unforgettable person or a brief autobiographical anecdote.

Second, Miss X was afraid to place herself in the group. She had come up through an educational system lacking insight into group handling. She attended teachers' meetings but they were static. True, there was much talk of the democratic approach, but the principal had his policies carefully formulated before the meetings and with his assistant saw to it that they were voted in.

Her shyness would not allow her to bring her experience to bear upon the literature she read with her pupils; she could not rouse herself to do so. Consequently she remained a closed book to her class.

Lacks Insight

Last, Miss X lacked the vital insight into the difference between youth and later life.

Rapport between teacher and class and among all members of the group is the first prerequisite to any learning. Not by lecturing but by the actual establishment of a "we" spirit the teacher demonstrates that the proper study of man is man.

A little less busy-ness with sound projectors and movies, a little less talk and a great deal more "we" behavior on the part of teacher and pupils and education will become a living, growing process.

Here in the enervating atmosphere of a classroom like Miss X's there is no problem solving because pupils are not encouraged to bring in their problems. They live divided lives. Like the Dutch children who abandon their shoes outside the door, students in such a class doff their real lives as they come into the classroom and resume them after the bell rings.

Group Leadership

Emotional disturbances incidental to school attendance can be prevented by intelligent group leadership on the part of the teacher. Already this paper has suggested methods usable in every classroom: (1.) Starting with the resolve to read pupils first and teach subject matter after rapport has been firmly established will save time in the long run and put group relationships on a healthful basis. (2.) Preliminary study of class rolls and records will give the teacher a good head start. (3.) Deliberate attempt to acquaint her pupils with her own personality and background to the proper extent will establish her as a person and member of the group. (4.) Daily roll call for a week or two responded to with autobiographical tidbits will tend to acquaint pupils with each other and set them at ease. (5.) Stimulating students to think in terms of their own life problems will motivate the year's study. Whatever the prescribed area may be it can be geared into the everyday needs of the pupils in any grade. The teacher of history is dynamic if she starts with current local, national and international problems and sends her students to past history only to use it for understanding today's march of events.

Other Methods

In addition to the methods already treated we may list several others proved efficacious by actual test. Some need be mentioned only briefly because they are more or less self-explanatory; others deserve fuller explanation.

1. Arrange chairs whenever possible in a circle which shall include the teacher. Draw in all who tend to sit outside.

2. Let shy students introduce others who are willing to join discussions. The first day all students might talk with their neighbors a while and get enough information to introduce each other to the group. Suggest the radio M.C., a character who appeals to the adolescent.

3. Make a trip to the school library in a body with a careful plan

(Continued from Page 23)

The Right Start for Student Teachers

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Many a young co-ed, nearing the end of her college career, dutifully signs up for a course called "Directed Teaching." Too often this is done solely for the purpose of meeting an inescapable teaching-certificate requirement. Whatever anticipations she may have regarding this course, she probably does not realize how clearly it symbolizes a sort of "passing of an era" in her own life. Unwittingly and precipitously, she is taking a final step toward ending that carefree cycle of existence known as the "bobby-soxer" phase. One is almost tempted at this stage to advise her to have those beloved bobby sox cast in bronze or put tenderly away as mementos. Likewise the young *man* who is entering upon the same course might be similarly advised to "put away childish things." In a very realistic way "practice teaching" marks for both sexes a real transition. The new and exciting challenge of maturity is suddenly thrust upon them.

As educators, we have shown, perhaps, too little awareness of the effects and demands of this important transition. In fact, for a given student the teaching internship may constitute a first actual experience in *leadership*. Thus, besides the inescapable requirement of a newly important *maturity,* which certainly makes a large enough demand, there is the even more exacting necessity of developing definite leadership qualities. For those students who have held various offices and who have played the more important roles in school life this challenge is not unique or awesome. But for the others, the experience of "taking over," even in the most restricted sense, is a new role and one that makes heavy demands upon the novitiate.

Two Concepts

Ignoring other factors, we may well consider some of the important implications in this twofold challenge of *maturity* and *leadership* which faces the beginning teacher. It is significant that both of these concepts are being given a large measure of attention today in the literature of the various social fields. What should be our specific concern in the preparation of teachers, with these two important objectives?

A broad consideration of the meaning of *maturity,* deriving from such authorities as Overstreet, Saul, and Binger may well leave the reader overwhelmed by the complexity and all-inclusiveness of this "total - character - structure" idea. Conceived as mental health, maturity encompasses a total pattern of mental, emotional, and social factors. It would be presumptive to suppose that anything short of the total growth span of the individual could be keynoted as a clue to the development of this psycho-biological ideal. Yet, from a practical viewpoint, the director of student teaching must be concerned with something which can only be described as maturity, even if such a description actually refers somewhat superficially to the "outward marks" of a mature individual. Without attempting to epitomize the various psychological elements involved, we may give at least a pragmatic consideration to these essential or desirable outward marks which should characterize an ambitious tyro who is entering upon the role of teaching for the first time.

Good Taste Important

A negative approach is almost inevitable. What are ostensible signs of *immaturity* which work against the success of the beginner? The obvious and fundamental question of dress and appearance has already been mentioned. Proverbial "fads" of the collegian must be supplanted by a sensible moderation in dress, aiming at something like well-groomed conservatism, if the *mores* of pedagogy are to be honored. It should be noted, however, that this is not a universal observance even among experienced teachers. A college student recently observed that one of her previous men teachers had appeared upon occasion dressed, as she expressed it, in "five different plaids." However, aside from the moot question of taste in dress, the stress upon this superficial but important earmark of maturity, i.e., dressing like an adult, is often an important psychological factor in the success of a student teacher.

A second consideration is that of attitude or outlook. The teacher, for example, who is only a few years removed from high school classes in which he works may have an unconsciously closer affinity for the students' outlook than for that of the older and more sedate grown-ups who constitute the faculty. This, of course, is sometimes the most difficult transition of all. It may be highly frustrating to some stu-

dent-teachers to find themselves suddenly placed in the "enemy camp," somewhat like the G. I. who very naturally "hates" officers and who looks at his newly awarded stripes with real embarrassment and misgivings.

Temperament Important

More important, perhaps, is the temperament which the apprentice-teacher brings to the task. The psychological process of maturing emotionally must of necessity be saltatory at this stage for some individuals. In a sense the teaching experience constitutes the meeting of a new and somewhat prolonged major crisis which may place unprecedented demands upon the temperamental behavior of the individual. A larger objectivity in social situations seems doubly difficult to achieve when such combined factors as dubious planning, uncertain knowledge of subject-matter, and an almost inevitable self-consciousness may tend to put the beginner "on edge" emotionally. Needless to say, the role of the supervising teacher is all important in helping to create an atmosphere that does not make unreasonable demands upon the emotional security of the fledgling and which circumvents the dread and forebodings that operate so disastrously in some individual cases. Thus a kind of *emotional preparation* for student teaching is imperative in achieving the desired maturity which the beginner hopes to bring to the classroom.

The second large element, *leadership,* is again an all-inclusive kind of characteristic upon which volumes have been written. However, the modern emphasis in schools upon democratic procedures offers the direct clue to our major concern regarding student teachers. It is important, above all, to steer them away from the authoritarian pattern which has been characteristic of the traditional classroom. Thus the new teacher must strongly repudiate the stereotyped notion that he is expected to "dominate" his classroom. His concern must be rather with the development of a personality which helps to create and maintain an atmosphere of good will and positive cooperation. His largest responsibility is that of showing a considerate and genuine interest in the members of his class *as persons.* He must be honestly more concerned with the growth of the individuals in the classroom than with the outward manifestations of his own importance.

Not a Dictator

Thus the student teacher must be led to avoid the common pitfall of feeling a responsibility for proving his mettle as a "top sergeant" or as an I-know-it-all hero in the classroom. Any tendency of this sort to see himself as a newly appointed dictator must definitely be supplanted by a realization that his role is pre-eminently democratic and that his success is measured in terms of democratic values. For this reason, the conscious practice of democratic techniques must be strongly encouraged in those unaccustomed to leading. The larger educational values of group action and of individual initiative must be constantly in the forefront.

The ideal maturity which we seek must include, above all, the ability to face the job squarely and with persistence. However platitudinous they may sound, the honest virtues of reliability and independence and the will to succeed in spite of difficulty are still in fashion. The all-important qualities of character which stem from our religious-democratic heritage — selflessness, tolerance, and a high degree of human sympathy — must of necessity function from the beginning as a part of the working equipment of one whose high purpose is that of guiding youth.

These marks of maturity and leadership add up to a truly challenging stage of growth for the beginning teacher. Yet there will perhaps be no happier moment of self-realization in the lives of these young people than that first exuberant feeling of successful achievement in the classroom. Our obligation as teachers, supervisors, or simply as friends in helping them to make this encouraging beginning cannot be too strongly felt. The profession has no greater concern than that of inducting these sorely needed newer teachers with the welcoming assistance which gives the fullest promise of continuous success and happiness.

NOW YOU TRY

"Some of the difficulties of teaching in an urban situation" writes Clyde Marsh in *Detroit Education News,* "are in the lessons which have a rural setting. For instance, a teacher tried to find from his class whether anyone could give a word picture of a silo.' One hand was raised.

" 'Well, it's like a fat pole' said the seventh grader attached to the hand.

"As we ponder on the matter, we wonder whether anyone else could have bettered the definition in as many words."

FROM DOWN UNDER

A teacher we know who likes to give a human touch to her geography lessons tells about an Australian sheep farmer who, having drawn a huge wool check, bought an expensive car. When he brought it back for servicing, the salesman asked if he were thoroughly satisfied with it.

"Oh, yes," said the farmer. "I especially like that glass partition between the front and back seat."

"Why?" asked the salesman.

"Because it stops the sheep from licking the back of my neck when I'm taking them to market."

Lure of India Calls Wolseley

(Continued from Page 12)

many of the students hold full time jobs while attending school. The change of schedule will necessitate an "early to bed, early to rise" program for the portly, bespectacled educator.

To assist him in teaching chores, Professor Wolseley expects to contact the Indian students who have studied under him at Northwestern and Syracuse Universities. These aides will also help overcome language barriers which may arise between the American teacher and the English-speaking Indians. Several Americans who are now working in Nagpur on newspapers and magazines have offered their assistance; so have the instructors of journalism in India. Interest is running high as evidenced by many letters Wolseley has received from interested students and journalists who look to the school for future help. Sufficient enrollment is already insured, and the administrators fear many aspiring journalists will be turned away for lack of facilities at the outset.

Two Books Slated

During his stay in India, Professor Wolseley has contracted to write one of two volumes about India to be published in 1954. His work will concentrate on the human interest aspect of Indian life. Bishop Stephen Neill, Anglican Bishop in India, will write the companion volume discussing India from the factual and statistical standpoint.

This educational venture would be impossible without the help of Mrs. Wolseley who will be wife, advisor, and co-worker to the professor. Eager to study the domestic aspect of Indian life, new foods and the strange servant relationships, Mrs. Wolseley expects a year of hard work made fascinating with new experiences. She will take most of the photographs for her husband's book and articles. In the past Mrs. Wolseley has aided her husband by reading copy and making suggestions for his published works.

The handful of Indian students who have been fortunate enough to study under Wolseley since India lost its school of journalism has endeavored to take the teachings of the professor and his staff back to India. Now, in an effort to get to more students with a wealth of practical knowledge, this Mohammed is venturing to the mountain.

Remodeling Miss X

(Continued from Page 20)

of attack for utilizing the stacks and equipment there. Trips of any kind when well organized and motivated help tremendously to create a "we" feeling. After each jaunt the class returns to their room as a home.

4. Plan together as occasion permits to invite outside speakers to address the class. Let a different member extend each new invitation and introduce the speaker.

5. Approach the textbook study by assigning chapters to committees who will discuss the contents in panels or symposiums guided by searching thought questions.

6. As rapport grows arrange for each member to be an "expert" on some rule in grammar, spelling or other necessary mechanics. The expert notes errors in the speech and writing of his classmates and sends a message or in some other agreed manner helps them to improve. He could watch for an error made by himself.

7. Establish the habit of writing themes for class consumption and evaluation rather than mere teacher reaction. It is more natural and stimulating to write for one's contemporaries, and a wise teacher recognizes the value of the opportunity to develop effective written communication.

8. Use informal dramatics whenever possible, creative dramatics for which no lines are memorized. For instance, when studying the Supreme Court students may assume the roles of the members and act out their knowledge of Court organization and procedure.

9. Start sociometric measuring as soon as most of the class has mastered some of the names on the roll. The first time ask merely for identification of as many classmates as possible. Increase the complexity of the measurements as time passes and rapport develops, leading into detailed evaluation of individual performances, attitudes, degree of cooperation, academic progress. [2]

10. Train the group to evaluate its own discussions and processes. This is an excellent way to develop mature social participation and individual growth within the group.

11. Take up drills in mechanics incidentally as needed. If true accord is established and the group

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2. See J. L. Moreno for sociometric testing. Psychodrama. Beacon House. N. Y. 1946.

Requirements for Guidance People

Mae Pullins Claytor
Professor of Psychology
Morgan State College
Baltimore, Maryland

Persons interested in becoming certified as guidance personnel will find much valuable information in this article covering seventeen states and the District of Columbia. The actual courses required are enumerated in some detail.

While all states have basic certification requirements for supervisors, administrators, and public school teachers, it is interesting to note that only seventeen states and the District of Columbia have general or specific requirements for guidance personnel. These states, and the positions for which certification is required, are as follows: Connecticut, vocational counselors; Delaware, Florida, Ohio, Pennsylvania, and Wisconsin, guidance counselors; Georgia, Maine, Maryland, New York, Utah, and the District of Columbia, counselors; Kansas, vocations and guidance; Indiana, Florida, and New York, supervisors of guidance; Pennsylvania, and West Virginia, guidance teachers; Florida, dean of students; Maryland, supervisors of pupil personnel; New York, administrative and supervisory guidance services; Wyoming, elementary school counselors, and New Jersey, guidance and placement counselors in state-aided vocational schools.

General Requirements

While the general pattern for the guidance credential is similar in the seventeen states and the District of Columbia, marked variations occur in prescribed semester hours, degrees, teaching, and vicarious experiences. This imposes a handicap on candidates who are "out-of-state" applicants because there exists no reciprocity between states, and in addition, there are inconsistencies in course interpretations and requirements. The "out-of-state" applicant is required to meet the certification standards for each state in which he desires to work in spite of these inconsistencies.

In order to be eligible for provisional certification, each of the states mentioned require the baccalaureate degree from a standard college or university. The master's degree is required in Indiana. A graduate degree is required for a professional or permanent license in Georgia, Ohio, Utah, West Virginia, New York, and the District of Columbia. In addition to the degree requirement, guidance personnel are required to hold or be eligible to hold an elementary or secondary teaching credential, and in some states regular public school teaching experience is mandatory for at least one or more years. In general, one year of teaching is defined as one hundred sixty days of full-time instruction or supervision.

The specified years of instructional activity as listed in ten state manuals and the District of Columbia are as follows: one year — Ohio, Georgia, and Utah (two-year certificate; two years — Delaware, West Virginia, Utah (five-year cercertificate); two years — Delaware, ors part-time); three years — Wyoming, Maryland (supervisors), New Jersey (vocational counselors), and New York (administrators and supervisors); five years — Connecticut, District of Columbia, and New York (counselors). Teaching experience is not listed in the state manuals of Pennsylvania, Indiana, Florida, Kansas, Maine, and Wisconsin.

Related Work Needed

In addition to instructional activities, nine states require types of experiences which include work other than that of an educational nature, such as wage-earning, counseling in industry, social case work, business, industrial and commercial occupations. The required years of work experiences mandatory in nine states are as follows: Maine, New York, Ohio and Utah, 1; Georgia and the District of Columbia, 2; New Jersey, 3; Connecticut, 5; and Delaware, two thousand clock hours.

There are several alternatives which may occur relative to work or teaching experiences. Ohio requires three years of experience for provisional certification, two as mentioned and an additional year either in teaching or wage-earning. In order to be certified as a guidance and placement counselor, New Jersey requires that an applicant have either three years of teaching experience in a state-wide vocational school, or one year in counseling, industry, or education and three years of approved occupational experiences.

The work experience which is mandatory for provisional certification in New York must be completed within a period of not more than

five consecutive years; however, if an applicant has completed three or more years of teaching, a year of experience other than teaching may be satisfactory during the first five years as a counselor. In West Virginia, an applicant is required to have fourteen hundred clock hours of work experiences, or credit for sixteen weeks of work in a cooperative counselor-training program. Although the District of Columbia requires five years of teaching, two of the five may be in work experiences and the remainder in regular public school teaching.

The initial certificate is valid for a period of three years in Connecticut, Maryland, New Jersey, and Georgia; five years in Indiana; two years in Maine and Utah, and four years in Ohio. The license is valid continuously in New York unless the holder has not been regularly employed in a teaching, supervisory, or administrative position within the state for a five-year period, and has not completed the in-service study and training which is prescribed for a permanent license. The length of term for initial certification is not listed for the remaining states; however, the credential is usually valid for a period of time which corresponds to the regular public school teaching license. All certificates are subject to renewals based on additional professional preparation, and/or successful experience as a public school counselor.

Specific Requirements

In addition to general requirements the guidance program of prescribed academic preparation includes several major areas of concentration, namely: guidance, vocations, professional education, and related courses. The required courses in guidance and vocational or occupational information are expected to give the applicant some understanding of the principles, methods, procedures, techniques, and evaluations which are used in the organization and administration of guidance work.

The specific subject titles and the percentage of states requiring these subjects in both areas include the following: Counseling Technique and Practice, 96; Case Work Methods, 42; Organization and Administration of the Guidance Program, 58; Principles and Fundamentals of Guidance, 84; Tools and Techniques of Guidance including personnel records, psychological tests, and student personnel services, 50; Seminar in Guidance Problems, 17, and the Work of a Personnel Director, Placement Officer, and Dean of Students, 25. Social, Educational, and Occupational Information, including follow-up studies, job analysis, occupational surveys, placement procedures with practice in the field, 94; Vocational Counseling and Guidance, 25; Principles of Vocational Education, 50; Orientation including occupations, field studies, and school application, 25; Economic and Industrial Relations including labor relations, 50; Occupational Adjustment to Business and Industry, 17; Occupational Research and Research in Guidance, 42, and Rehabilitation Programs, 17.

Additional Credits

Although the counseling program deals mainly with courses in guidance and vocational information, a narrow outlook is avoided since many states require additional credit in psychology, professional education, and similar fields. These areas should contribute to the individual's understanding of the schools' relationship to society and the physical, emotional, and social development of elementary and secondary pupils.

All states generally accept for certification credit courses in Mental Hygiene, The Psychology of Individual Differences, Adolescent, Educational, and Child Psychology. Elective courses in psychology which are listed in approximately seventeen to twenty-five per cent of the states include Abnormal Psychology, Advanced Applied Psychology, Adult Psychology, Psychology of the Common Branch Subjects, Psychology of Parent-Child Relations, and Psychology of Exceptional Children.

Tests and Measurements are mandatory as part of the professional education program in at least ninety-five per cent of the states. Additional courses for which credit may be gained include: Applied Education, Extra-Curricular Activities, Methods and Materials of Teaching, Problems of the Curriculum Related to Counseling, Problems of the Secondary School, School and Social Hygiene, and similar courses. Twenty-five per cent of the states list Economics and fifty per cent list additional courses including Statistical Interpretations, Social and Economic Problems, and Sociology including group, family, and race relations.

Mandatory Courses

Since many applicants will desire to prepare themselves for counseling in a particular state or several states, it would perhaps be wise to select courses that are mandatory in at least fifty per cent of the states provided such courses have not been pursued as part of the baccalaureate degree requirement. In general, each course should consist of at least three semester credits.

The total required semester credits for each of the seventeen states and the District of Columbia are as follows: Pennsylvania, Con-

necticut, Florida, Maine, and Indiana, [1] 18; Delaware, 9; Georgia, provisional 15, professional 27; Kansas, 30; Maryland, supervisors full-time, 12,[1] counselors part-time, 6[1], New Jersey, director of guidance, 48, guidance counselor in a state-aided vocational school, 18; New York, permanent license, 30, administrative - supervisory certificate, 24; Ohio, 40—at least fifteen on the graduate level; Utah, two-year certificate, 12; West Virginia, teacher--counselor, 12, counselor, 30; Wyoming, 30, and The District of Columbia, 24. There are no set standards except total semester credits for guidance certification in the States of Wisconsin and Kansas but each applicant is judged on the basis of individual merit.

Summary and Conclusions

By way of summary, it may be stated that characteristics of the certification standards include: undergraduate and/or graduate degrees, valid elementary and/or secondary teaching credentials, continuous teaching experience for a specified number of years, vicarious experiences other than that of an educational nature, and prescribed formal professional preparation based on five areas of study including guidance, vocational and occupational information, psychology, professional education, and related courses.

Although certification rules and standards are subject to change over a period of years, at present the requirements which have been described are not uniform. In the opinion of the author, teaching experience which is required imposes a hardship on the prospective guidance counselor since he is required to maintain a valid teaching license

(Continued on Page 32)

1. Graduate credits
Note: Credits listed for Georgia, Utah, and Wyoming are quarter hours.

School Solutions . . . .

MAKING THE MOST OF FIELD TRIPS

The Field Trip program of the Minneapolis Public Schools is based on the realization that the most real and concrete experiences may be derived from bringing the students in direct contact with situations where the material being studied is seen as it actually exists. A city the size of Minneapolis presents numerous possibilities for visits to museums and large industries although smaller towns also provide similar experiences on a smaller scale. Farms, conservation projects, creameries, train trips, post offices, industries, libraries and many other such trips are available.

A central Field Trip Office has been set up by the Minneapolis Schools. Among its functions are the making of necessary arrangements for trips, including the contacting of agencies to be visited and transportation plans, the preparation of bulletins to be used in pre-trip planning, the training of bus drivers to act as guides on certain trips, and the planning and conducting of in-service training classes for teachers.

The Field Trip Office maintains a card file of possible trip experiences. Annually each institution is consulted and the information on file checked. At the same time suggestions for the improvement of experiences at that institution are exchanged. It is a constantly growing file since new possibilities for trips are frequently suggested by teachers. At present there are approximately 300 cards on file. These include visits to the airport, television stations, industries, museums, farms and historical spots. Bulletins are prepared in cooperation with the personnel at these agencies — bulletins containing background information, descriptive and explanatory material, film, pamphlet and book references.

One important responsibility of the Field Trip Office is the program of in-service training of teachers on the techniques of using field trips and familiarizing them with the community resources available. When new teachers come to the system the Field Trip Office plans a tour of the city acquainting them with the general location of parks, museums, industries and spots of historical interest. During the school year the Consultant in Field Trips meets with teacher groups for the purpose of developing pre-trip and post-trip activities, relating the Field Trip program to each school level and subject area and assisting teachers in trip selection.

Trip expenses are paid for by the children. The Minneapolis Schools let an annual contract to a local bus company. The specifications in this contract relate to cost per mile, a unit price for a 2¾-hour trip within the city limits, an hourly rate for waiting time, bus condition, guide training, fee for bus driver to act as guide and safety factors. The cost for a 2¾-hour trip within Minneapolis is nine dollars.

The Field Trip Office of the Minneapolis Public Schools consists of the Consultant in Field Trips, who is also the Consultant in Safety Education, and one clerk. During the 1950-51 school year 1,239 trips to 300 different agencies were scheduled for a total of 62,000 children.

A special form entitled Request for Field Trip is used for scheduling field trips with spaces indicating

(Continued on Page 32)

Getting Acquainted With Our Community

Teresa F. Billings
Sherburne Central School
Sherburne, New York

Sherburne Central School pupils' experience in learning to know their community is described by this second grade teacher. By drawing pictures of the things they had seen and fastening them on blocks of wood under the watchful eye of Mrs. Billings, the children set the impressions firmly in their minds.

Before taking a second grade on a visit to several municipal buildings, I felt that they should understand some rules of safety. The chief of police accepted an invitation to visit our classroom to explain what we needed to know in order to make our trip.

We decided to make a floor map of the main streets from brown wrapping paper before the policeman arrived. The children brought their toy cars, trucks, miniature people, etc. This was a wonderful opportunity for the children to learn to share their toys.

The policeman used this map in instructing the students on how to walk along the streets and highways.

During his classroom visit, the policeman told the children he would give them real experience in walking along the sidewalk, crossing at corners, and obeying traffic signals. Members of the Parent-Teachers Association volunteered to help. Two weeks later we made our visit to the post office, the fire station, and other important places.

The children decided that they would like to put the places they had seen on the floor map. We visited the school shop and were given some scraps of wood. Committees were chosen to draw pictures of the churches, library, gas stations, and other buildings to place on the blocks of wood.

Since some of these places were not on the main streets, the side streets were added to the map. This meant more trips to study the names and their directions. Next the rural students connected their roads to the map.

Each child drew a picture of his home, pasted it on a block of wood, and placed it on the map. The children found out how far they lived from the school and put the mileage on the map. Many parents learned their R. D. route number with the children.

Pupils learn best when they make choices and participate in carrying out their plans. Children who are secure are in a better position to appreciate the American heritage and the responsibility to it.

PERFECTLY NATURAL

During a very severe electrical storm, the Johnsons thought young Jimmy might wake up and be frightened. They looked into his room. Jimmy opened his eyes.

"What's Daddy doing to the television set?" he asked.

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The Citizens' Corner

Margery W. Steer

North Lima, Ohio

THE PEOPLE ACT

"The People Act," a series of programs produced last year through the cooperation of the National Broadcasting Company and the Twentieth Century Fund, was declared by the *Christian Science Monitor* to be "a credit to radio." Listeners must have agreed, for from every state in the Union as well as from Alaska and Hawaii came approving letters written by people of widely varying interests and ages.

These programs featured the stories of communities which had solved some local problem through the cooperative effort of ordinary American citizens. By means of tape recordings the voices of these men and women were heard all over the land encouraging their fellow countrymen to believe in the principle of self-help and the processes of democratic community living. The actors and the plots in these dramas differed but the theme was constant. The people acted—to build a hospital, to save the soil, to improve housing, to provide better schools, to remove labor-management difficulties, to do whatever *needed* doing!

Many radio programs provide half an hour of good entertainment and there the matter ends! But in an official report of these broadcasts we read—

"Scripts and transcriptions of these broadcasts are being featured by leading universities, colleges, and school systems, as well as in the Armed Forces. Teachers and discussion leaders find them of great value in citizenship training, community service, social studies, labor relations, radio, economics, government, English courses . .

"Materials are also being used by business firms, civic organizations, citizens' committees, women's clubs, and individuals, in personnel training courses, as source material for theses, speeches and debates . . .

"The Voice of America rebroadcast the series in English to Europe, South America and the Orient . . ."

It will be glad news to all who are interested in education for local community life to hear that a continuation of this series will be on the air early in 1952. A National Committee under the chairmanship of Dr. Milton Eisenhower of Pennsylvania State College will sponsor the project and Elmore McKee (whose idea inspired the program) will direct it. This second series will be financed by the Ford Foundation and will be carried by the Columbia network. A preliminary statement describes the basic plot of the stories to be dramatized as follows:

"Here is a group of persons who, becoming conscious of a critical local need, set about to meet it with minimum assistance from the outside and with maximum release of local resources and energies. In the process of working together, through storm as well as fair weather, the participants grow in respect for each other, and the community experiences a certain elevation of its spirit."

Listeners will be invited to send for literature and to ask for advice and help on their own community problems. These inquiries will be serviced by certain universities and organizations, always in terms of helping people to help themselves.

Democracy may be destroyed in two ways—by violence and by neglect. In these dangerous days, such programs as these may be one of its best defenses. This General Lucius Clay pointed out when he commended the programs and reminded Americans that "democracy must have living roots at community levels or else it will wither away."

Information on "The People Act" can be secured from The Ford Foundation, 655 Madison Avenue, New York 21 or from Mr. Ray H. Smith, Box 342, State College, Pennsylvania.

ADVENTURES IN COMMUNITY PLANNING

An equally interesting effort to encourage citizen action is the series of New Dominion Bulletins describing "programs concerned with health, cooperatives, forestry, recreation, school-community relations, community organization, canneries, arts and crafts, family life, citizenship, etc." published by the Extension Division of the University of Virginia, Charlottesville, Va. A fee of $1.00 entitles subscribers to eighteen attractively presented studies of community projects observed by Jean and Jess Ogden, Extension staff members. A collection of these stories is also published in book form: "Small Communities in Action" by Jean and Jess Ogden.

MEETING ADJOURNED

The secretary of the PTA rose to present the speaker of the evening, a noted educator.

"Normally," she said with her brightest smile, "the honor of introducing our guest would fall to our president. But tonight she is in Atlantic City. How we all envy her!"

THE NEWS DIGEST

NPA Steel Policy Comes Under Attack

LANSING, Mich.—J. Cloyd Miller, president of the Michigan Teachers Association, is leading the fight in his state against what he terms the "extremely short-sighted" policies of the National Production Administration as regards steel for schools. Dr. Miller has charged that the steel needed to complete 731 schools and to start 800 other projects, not approved by the NPA, would require not less than three-quarters of one per cent of October steel production.

Dr. Miller went on to warn that within eight years 5,000,000 youngsters will be unable to attend school unless 200,000 additional classrooms are provided for them.

Meanwhile, residents of Wantagh, L. I., a village of 6,000, have dispatched 10,000 post cards to officials in Albany and Washington urging the release of sufficient structural steel to enable the village to complete an addition to one of their three schools. Because of overcrowding the three grade schools have been functioning on a two-session basis.

Minneapolis Parents Battle For Better 3R Teaching

MINNEAPOLIS, Minn. — "Our children are learning less and less about more and more. Unless we can stop this trend, too many of them will know nothing about anything." This ominous warning from the lips of Donald F. Raihle, insurance man who sparks the Parents Council's fight against the "core curriculum," points up the opposition of many parents who charge that the "core" program suffers from these defects:

1. The competent teachers cannot be found to merge two or three, much less four, major subjects into one.

2. About three hours are wasted in daily discussion.

3. Thorough preparation in the 3 Rs is neglected.

The idea back of the "core system" is that all subjects are interrelated and should be studied together to make the learning process more "meaningful."

Under Raihle's leadership, the Council won a tremendous victory in 1950 when the school board overruled the superintendent of schools and put the common learnings program (as the Core system is called in Minneapolis) on an optional instead of mandatory basis. This means that parents here have wrested a considerable measure of control over their children's future from the pedagogues.

In Maryland the picture is much different. More than 75 per cent of the junior high schools there have installed the core curriculum. Next in frequency of use of the core comes Michigan, California, New York and Pennsylvania.

California Regents Vote End to Oath

SAN FRANCISCO—Seventeen regents of the University of California met at Berkeley recently and voted 12-5 to end the fight which has kept the institution bubbling with controversy for two and one-half years. The regents killed the special loyalty declaration for professors and other university employes. The death of the oath had been foreshadowed when the regents earlier decided not to appeal from a decision of the Sacramento District Court that the special loyalty affirmation was in violation of the California constitution.

Thirty-nine members of the academic senate were dismissed by the regents when they refused to sign the oath. These thirty-nine chose instead the alternative of appearing before a faculty screening committee to present their reasons for not signing.

Those professors all professed anti-Communist sentiments, and were recommended for retention by the faculty committee. The regents voted to fire them anyway.

The Levering Act, passed by the legislature some months ago and requiring another non-Communist oath from all public employes, may apply to the professors. Its breadth has not yet been tested in the courts.

Governor Earl Warren was a leader in the successful fight to revoke the oath. He is one of the regents.

Engineers Offered Broad Curriculum

CHICAGO — Nine colleges in the Middle West and South are cooperating with Illinois Institute of Technology in a combined program in liberal arts and engineering. The program enables a student to attend the cooperating college for three years and then transfer to Illinois Tech for two more years. The student is awarded a bachelor of arts or science degree from the liberal arts college and a bachelor of science in engineering from Illinois Tech.

The cooperating Illinois colleges are Aurora, Carthage, Illinois College, Lake Forest, and Roosevelt College (Chicago). Others participating are Carroll College of Waukesha, Wisc., Coe College, Cedar Rapids, Iowa; Washington and Jefferson College, Washington, Pa.; and Westminster College, Fulton, Mo.

N. Y. School Plans

NEW YORK CITY—The action of the City Planning Commission in adding seven new school building projects to 1952's proposed capital budget was recently lauded by Charles J. Bensley, chairman of the Board of Education's Committee on

Chicago Is Site of New $1,000,000 Library Center

CHICAGO, Ill. — The $1,000,000 Midwest Inter-library Center dedicated here recently provides space for 3,000,000 books plus 20,000 volumes of newspapers. This is twice the book capacity of the University of Illinois library, formerly the largest in the Midwest. Grants of $750,000 from the Carnegie Corporation and $250,000 from the Rockefeller Foundation made the venture possible.

The gray-brick building has levels of one, two, and seven stories, with stacks of books filling the highest part. The steel shelving is designed to increase storage capacity 43 per cent above the conventional tiered stacks. Double-faced portions swing about on casters for ready reference.

The library has been built on land acquired more than two decades back by the University of Chicago. Ralph E. Esterquest, former assistant director of the University of Denver Library, heads the center.

Speaking at a dedication symposium, Keyes D. Metcalf, Harvard University librarian, said he believed the increasing costs of libraries could be alleviated and unnecessary duplication cut out by establishing more inter-library cooperation.

He said in part: "I think that ultimately there should be . . . a number of other regional libraries—one in the Northeast, one near Washington in which the Federal libraries should join, one somewhere in the South, and one in the Far West. I hope that all these will be available not just to a limited number of libraries that take the initiative in starting them, but to any library that is ready to cooperate and pay its full share of the costs."

Mr. Metcalf urged further study of cooperative microfilming programs that might eliminate the waste of space involved in storing countless original volumes. He also viewed microfilming as a valuable means of preserving old printed material now nearing disintegration in the country's great research libraries.

Others participating in the dedication ceremonies were Ralph E. Ellsworth, University of Iowa librarian; W. T. Middlebrook, vice-president in charge of business at the University of Minnesota; M. H. Ingraham, dean of letters and science at the University of Wisconsin, and Professor Ernest C. Colwell of Emory University.

Sponsoring institutions are John Crerar Library, Illinois Institute of Technology, The University of Cincinnati, University of Illinois, Indiana University, State University of Iowa, University of Kansas, Michigan State College, University of Minnesota, Northwestern University, University of Notre Dame, Purdue University, Wayne University, the University of Wisconsin, and the University of Michigan.

Buildings and Sites, who asked public support for the program. The seven projects will provide space for 6,750 pupils of elementary and junior high school ages. Thirteen other new buildings, previously approved, will have space for 15,250 pupils.

Alumni Back Fund

NEW YORK—More than 50,000 graduates of Teachers College, Columbia University, have been invited or will be invited to participate in the first organized fund-raising effort ever put on for the institution. The former students will be asked to set up an alumni fund "to prepare worthy men and women for the additional leadership urgently needed in United States schools and colleges now and in the next five to ten years."

The drive will aim to encourage gifted young people to choose careers in education, according to Dr. Charles W. Hunt, volunteer fund chairman and executive secretary of the American Association of Colleges for Teacher Education. An alumni survey last Spring indicated "an overwhelming desire" to support such a fund, Dr. Hunt reported.

Administrative Code Is Sought

The Middle Atlantic Region Cooperative program in Educational Administration has proposed a plan to the Development Committee of the American Association of School Administrators that they have formed for establishing a national commission on professional education and school administrative standards. The proposed organization would take the action needed for the establishment of minimum education and certification requirements for school administrators, city superintendents of schools, principals, county superintendents, etc.

The commission membership would come from various professional and lay groups, such as the American Association of School Administrators and the National Conference of County and Rural Superintendents.

The commission would help insure that each school superintendent and principal would have the minimum preparation necessary for the type of administrative job involved.

Standards could be modified by the permanent commission as the nature of the job changed and education research pointed the way to new techniques.

The present pattern of certification of school administrators is a very confused one, so that the nation's public schools are being administered by men varying widely in their professional preparation. The commission would take the leadership in developing minimum standards of certification among states and educational institutions.

Awards Offered

NEW HAVEN, Conn.—For a second year the universities of Chicago, Columbia, Wisconsin, and Yale are

associated in the experiment to offer 200 scholarships to male high school students who will be less than 16½ years old Sept. 15. Each institution will offer 50 scholarships in liberal education under the auspices of the Fund for the Advancement of Education from the Ford Foundation.

All successful scholars will receive tuition and maintenance will be provided, according to financial need, up to a maximum of $1,000 per year. The selection of students will be based upon the usual criteria of secondary school grades, school recommendations, and scores in the College Entrance exam to be given May 17.

Raises Given College Teachers

NEW YORK, N. Y.—A schedule of proposed salary increases for members of the faculties of the four municipal colleges has been presented to the Board of Estimate. Since the increases will in most cases be given in three or four stages, the cost to the city in the current academic year will be only $72,614.

The slated changes will affect 687 persons, 186 of them full professors, 259 associate professors, 129 assistant professors and 113 instructors.

Under the new schedule, the mandatory minimum for full professors on Jan. 1, 1953 would be $7,850, instead of the current $7,550 and the mandatory maximum $9,500 instead of the present $9,050.

Proportionate raises also have been worked out for the other categories.

Dr. John J. Theobald, president of Queens College and chairman of the administration council of the colleges, commented on announcing the pay plan: "It is particularly gratifying to the board and the administrative council that this matter of salary increases for the college faculties could be worked out with the city authorities in line with those recently approved for the Board of Education."

Classroom Plea

PALO ALTO, Calif.—A plea for the building of more working classrooms instead of community monuments was voiced by Dr. Darell B. Harmon at a recent conference on school planning at Stanford University. Dr. Harmon, former director of school health for Texas, pointed out that schoolhouses now being built will affect the well-being of school children for many generations to come. He advocated a "coordinated classroom" which he said would promote the most efficient performance of school work by integrating heating, lighting, ventilation, color control, and equipment. His plan developed from studies of more than 160,000 school children.

New York Teachers Debate New Voluntary Loyalty Oath

ROCHESTER, N. Y.—A voluntary teachers' oath affirming allegiance to the State and Federal constitutions and designed to raise the professional status of teachers is gaining support among public school staffs. Dr. Harvey M. Rice, president of the New York State Teachers Association and president-elect of Buffalo State Teachers College, gave this news to the association's House of Delegates at its annual meeting recently.

The oath, modeled to some extent after the medical profession's Oath of Hippocrates, was devised after months of study.

A partial text of the oath follows: "I will dedicate myself to promote the intellectual, moral and spiritual interests of my pupils, to build understandings which free them from partisan, sectarian, and personal prejudice; to treat them justly with due regard for their individuality; to win and preserve their sympathy and confidence; to set them an example of upright conduct and unselfish living."

At a National Education Association breakfast, Frank J. O'Day, president of the Buffalo Teachers Federation, urged older teachers to make sacrifices so that salaries for beginning teachers could be raised high enough to attract qualified young persons.

The organization's annual Alfred E. Smith Award for distinguished service to education was presented to Lieut. Gov. Frank C. Moore who has been chairman of several state committees dealing with educational affairs.

Workshop Stresses Democracy's Values

NEW ROCHELLE, N. Y.—A workshop for training public school teachers in new methods of promoting pupil appreciation of American democracy was opened here recently as part of a $1,500,000 nation-wide program financed by the Carnegie Corporation. The workshop is sponsored by the Metropolitan School Study Council.

A five-day affair, it was known as the citizenship education project of Teachers College, Columbia University, and is to be duplicated in 22 areas of the country. Administrators from Westchester and Long Island attended the affair.

Adult 'Teachers'

ST. AUGUSTINE, Fla.—A unique program which will provide the students with many opportunities to learn about various occupations from people engaged in them has been set up at Ketterlinus high school in this city. A list of 100 townspeople, including a surgeon, dentist, lawyer, chamber of commerce manager, and others of similar prominence has been compiled. These people all have agreed to come to school when called and give discussions of their work.

Representatives of such local industries as shrimping and shipbuilding, and women versed in the art of preparing pilaus, hush puppies, and fromajardis, will lend their experience to the program.

Remodeling Miss X

(Continued from Page 23)

is really dynamic members will begin to ask for help in mechanics.

12. Warm up for reading. Teach pupils to approach a book asking: What do I expect this author to do for me? How can I get at his meaning? How can I verify his statements?

13. Keep a library of good magazines and newspapers in the room and an attractive bulletin board maintained by a changing class committee.

14. Make the schoolroom attractive. Why should cheerful, colorful classrooms exist only in the elementary buildings? High school students would respond to rooms less dreary and less devoid of pleasing touches.

15. Record voices, whatever the subject taught. Students respond to the sound of their own voices and become conscious of deficiencies as in no other way. It is good for the teacher to be voice conscious too. Many a poor impression due to a repulsive voice nullifies other commendable points in a teacher.

16. Require only brief reports and speeches at first, one-minute, two-minute, etc., up to five or longer.

Drinking Problem

PRINCETON, N. J.—A 230-year-old copybook, the prized possession of Stacy Beakes, a 14-year-old schoolboy who compiled it in 1721-22, has been received by the Princeton University Library. A gift from Daniel Maggin, the copybook shows painstakingly worked out math problems.

The most interesting problem in the copybook is one that would strike terror today in the hearts of the Woman's Christian Temperance Union. It reads as follows: "A certain man and his wife usually did drink out a Vessell of beere in 12 days and the Husband found by offten experience that his wife being absent it would last him 20 days. The Question is how many dayes the wife would be drinking it alone?"

The answer is 30. The man and his wife together drink one-twelfth of the beer in a day, the man alone one-twentieth. One-twelfth minus one-twentieth leaves one-thirtieth, which is the amount the wife drinks in one day. Therefore, she takes thirty days to empty the "vessell."

School Solutions . . .

(Continued from Page 26)

the agency to be visited, the hours for the trip, the number of children participating, the grade level, the subject area to which the trip is specifically related, special interests of the group and means of transportation desired. After all arrangements have been made by the Field Trip Office, confirmations are made out in triplicate. One copy is sent to the local school office, one to the teacher and one is kept in the Field Trip Office. Following the trip an evaluation card is sent in by the teacher. This card is of greatest value in formulating future plans and in keeping a constant check on bus service.

Since television, radio and movies are expanding the horizons of children constantly, the field trip which lets them not only see but also use all the sensory impressions is an increasingly valuable part of our educational procedure.

Minneapolis Public Schools
Field Trip Service

Certification

(Continued from Page 26)

which is subject to renewal or reissuance on the basis of experience and/or professional preparation.

Many states require definite courses for the renewal or reissuance of the teaching license and these courses do not necessarily coincide with those required for guidance certification. Various types of other experiences are also handicaps to the prospective guidance worker. Interestingly enough, no specific references are made in state manuals concerning the period in which this experience can be accumulated. Although many applicants have wage-earning experiences, some of this work was done prior to securing the baccalaureate degree and a teaching certificate.

The lack of uniformity relative to teaching and other experiences, affects not only the entrance of new individuals into this specific service, but also the promotion of many persons who are already engaged in teaching and who desire to change to the area of guidance-counseling. It is hoped, however, that the information provided in this article will be helpful in aiding individuals who desire to enter the field, provide information and trends for those engaged in training prospective applicants, and focus attention on the inconsistencies in present requirements.

ANACHRONISM

A history teacher was lecturing on the life of the pioneer. "During the early days," he explained, "there was always danger—danger of being attacked by wild beasts or Indians. It was no place for weaklings. Now, what kind of people do you think our country needed in those early days?"

One of the boys in the class spoke up.

"Undertakers?" he replied.

Your Textbook Reporter

You and Your Life

Three California educators and a University of Missouri psychologist have collaborated to produce this Life Adjustment text, aimed at today's wide-awake youngsters.

Problems are grouped under the areas of school, family living, growing up, social relationships, work, leisure activity and ideals. After a narrative introduction, a typical unit gets down to common sense advice and practical information.

A light, entertaining style and lively line drawings add appeal to a book that offers numerous helpful suggestions on teen-age experiences.

YOU AND YOUR LIFE. Randolph, Pixley and others. Houghton Mifflin Company, Boston. $2.56.

World's Greatest

Digests of many of the best novels, tales, plays, autobiographies, and philosophical, religious and scientific works—old and new—are contained in an 823-page volume, *101 of the World's Greatest Books*. It is a useful book for students, teachers, and for all people who never had a chance to sample "that book I've always meant to read," but who want to become quickly acquainted with some of the world's classics.

Of course the books are of necessity very condensed, but much of their essential content is preserved and in general the "digesting" is expertly done. The digests should lead many to delve further into such works as Thackeray's *Vanity Fair*, Dickens' *David Copperfield*, Homer's *Odyssey*, Hardy's *The Return of the Native*, Adam Smith's *The Wealth of Nations*, Ibsen's *A Doll House*, John Dewey's *How We Think*, etc.

Illustrations by Rockwell Kent add a very pleasing touch to this one-volume library, refresher course and valuable reference work.

101 OF THE WORLD'S GREATEST BOOKS. Edited by Spencer Armstrong. The Greystone Press, New York. $3.95

Elementary School Administration

As educational aims and methods change in conformity with changes in society itself, school administrators need frequently to check with what is going on in schools other than their own. Hence the potential interest in this new work on *Elementary School Administration and Supervision*.

It offers both orientation and practical assistance to the principal. It sketches the trend of education toward closer consideration of the children's interests and needs and toward cooperative planning rather than superimposed authority. An introductory portrayal of the history and significance of the principalship is followed by six major sections covering all the leading aspects of the principal's responsibilities.

The book does not present the principal's job as the complicated, almost impossible task pictured by some writers. One sees it instead as replete with opportunity and challenge.

ELEMENTARY SCHOOL ADMINISTRATION AND SUPERVISION. Elsbree and McNally. American Book Company, New York. $4.50.

Improving Personality

This is an encouraging and constructive book, especially for the high school student, regarding matters of real concern to him or her. "You Have What It Takes" is a good opening chapter, setting up an affirmative attitude. You may be well liked, have close friends, be well mannered, possess poise, get along well with your family, and even gain more freedom. This last is quite an idea, worth the chapter devoted to it, down to the value of self control and its usefulness in earning the trust of parents and others.

Finally, *you* can be happy. All the rules for improving personality or otherwise developing a worthy and really successful life are rules that work out for the general happiness.

WAYS TO IMPROVE YOUR PERSONALITY. Virginia Bailard and Ruth Strang. McGraw-Hill, New York. $3.00.

Educational Psychology

Educational Psychology is a book for the teacher-theorist as well as the teacher practitioner. The author's aim is to provide the teacher with sensible generalizations based on sound fact, since faulty ones lead inevitably to incompetence on the job.

Theories of general behavior and learning, procedures and pitfalls in understanding education and ways to locate and use published research are considered in Part One. Part Two gives the facts about physical and mental growth as dynamic forces. Personal and social growth, including the teacher's personal adjustment, get special consideration in the final section.

Dr. Stephens advises the teacher, as he gains in competence, to let himself go—as an educational reformer, as a student of education, as man teaching. "The moral," he says, "is obvious. Go ahead and teach . . . If as events march on, it becomes your lot to supervise or direct the work of others, try to give them the same freedom that you should ask for yourself . . . There are many ways to be a good teacher. Let your teachers be successful their way."

EDUCATIONAL PSYCHOLOGY. J. M. Stephens. Henry Holt and Company, New York. $4.25.

Educational Humor

An hilarious booklet entitled *Anthology in Educology* has just been written by Lowry W. Harding to introduce the public to his new philosophy. Educology, he says, is "an attempt to place emphasis upon the saving graces of humor as leaven for the loaf of learning." The new philosophy is being advanced by the Association for Preservation of Humor in

Educological Workers, and countless examples of their type of humor are included.

ANTHOLOGY in EDUCOLOGY. Lowry W. Harding. William C. Brown Co., Dubuque, Iowa. $1.50.

Student Personnel Work

Student Personnel Work in College is a text which should prove valuable in courses in secondary school guidance, as well as in college or graduate school courses in student personnel work. The reader should be warned that the approach is scholarly and that statements are backed up with citations which hint of the long and thorough research which preceded the writing of the book.

Fortunately the style is clear and the viewpoint adopted that of the individual student and his needs. The roles of the counselor, the advisor, the various deans, the residence director and the individual faculty member in the student's educational life and adjustments are considered, with due emphasis given to the group as well as to the individual.

STUDENT PERSONNEL WORK IN COLLEGE. C. Gilbert Wrenn. Ronald Press Company, New York. $4.95.

Joe and Bill

Donny and Sandra want to know all about an airport in order to make one with their blocks. Joe obliges simply, accurately and in understandable terms, with line drawings to help make the story real to his friends. *Joe's Story of the Airport* is just the beginning, however.

Donny, again inquisitive, asks Bill about the function of transportation and where city people get their food. *Bill's Story of the Wholesale Produce Market* is told in terms of individual workers along the way.

These Social Learning Readers for the primary grades may be used to enrich the social studies program or to supplement the reading program. In either case, useful information and right attitudes are offered.

JOE'S STORY OF THE AIRPORT, BILL'S STORY OF THE WHOLESALE PRODUCE MARKET, Marie Elizabeth Smith. Charles Scribner's Sons, New York. $1.12 each.

Junior Citizen Series

A half dozen paper-bound books aimed at stimulating pupils to think about their problems are now available in the *Junior Citizen Series.* There is many a question for the adolescent to consider and answer. Some of the answers may well lead to fruitful discussions. The pamplets deal with the following subjects: *You and Your Friends, Property, Meeting Difficulties, Recreation and Leisure, Getting Acquainted with Your School,* and *Looking Toward a Vocation.*

JUNIOR CITIZEN SERIES. Trow, Zapf, McKown. McGraw-Hill, New York.

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